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ABSTRACT

This paper deals with the responses by male and female University of Minnesota students to select items from the 1973-74 Student Services Cards that were distributed during winter quarter registration. The purpose of this paper was to see if there were any differing perceptions between men and women about the services offered by the offices included. Results indicated that "typical" male and female University of Minnesota students do not differ greatly from one to another. (Author/HJM)

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COMPARATIVE PROFILES OF MALE AND FEMALE STUDENTS AT THE UNIVERSITY OF MINNESOTA, TWIN CITIES CAMPUS

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Abstract

This paper deals with the responses by men and women to select items from the 1973-74 Student Services Cards which were distributed during Winter Quarter registration. The purpose of this paper was to see if there were any differing perceptions between men and women about the services offered by the offices included.

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COMPARATIVE PROFILES OF MALE AND FEMALE STUDENTS

Introduction

In the fall of 1973, an annotated bibliography of documents available at the Student Services Library was published through the Office of Student Affairs (Huebner & Dorset, 1973). This bibliography contains over 100 studies contributed by members of the professional staffs in the various student personnel offices located on the Twin Cities campus. The bibliography attempts to bring together all the research that has been conducted within the last five years on University students, University operations, and problems relating to the University.

In reviewing the scope of this bibliography, it became apparent to the present authors that there was an area of investigation that had been overlooked -- sex differences on the University of Minnesota campuses. Although the bibliography is not all-inclusive, a study of this content area appeared lacking, and the inclusion of it seemed relevant, given today's interest in social issues.

Some studies cited in the bibliography do deal with sex differences indirectly (see Huebner on housing), but none examines this variable as the study's prime focus. It is the purpose of the present study to investigate sex differences directly. Generally, we are asking if there are sex differences in a variety of student characteristics. Specifically, do males and females differ on income, hours employed, hours given to volunteer work, use of University services, etc.? The objective of the present study is to increase our knowledge of University students through the descriptive data presented on male-female differences.

Procedure

In 1970, the Office of Admissions and Records instituted the Student Services Data Card (SCC) Program. The purpose of this program is to use the regular registration system to collect from students information about the various services offered them in terms of who is served, and how each service is perceived. Each of the divisions in the Office for Student Affairs is contacted about items for which they might be interested in getting student input.

Procedurally, one card is inserted in each student registration packet. There are five different card formats. Therefore, each card is received by 20% of the total enrollment. Assignment of a particular format card to a particular student is at random. The use of five different card formats makes it possible to obtain information on more items. Completing the card is not a requirement of registration. Therefore, the sample of student responses is less than the 20% possible for each of the five formats.

Another feature of this data collection process is the insertion of several items on all five formats. This enables 100% of the student enrollment to be covered. Those 100% items are used to obtain feedback requiring a 100% enrollment survey. Only the 100% items are identified as available for follow-up mail or telephone contacts. The 20% survey items are not identified with respect to individuals, but are used strictly to generate data tables.

The Student Services Data Cards are distributed once each academic year during the Winter Quarter registration period.

The present paper on male-female responses to various items uses data collected during Winter Quarter, 1973, registration. Each of the items was received by 20% of those enrolled, and the actual response by students for each item ranges from 55% to 80% of those surveyed. Since subjects are randomized and sufficiently large in number, the statistics appear valid according to sampling procedures.

The data in the tables that follow are presented in the form of percentages, and discussion of these percentages is in the text of this report. The actual number of responses to each item, as well as percentages, are presented in each table. Percentages represent independent figures for male and for female populations. Entire student body percentages (males and females combined) are also presented. X^2 tests for two independent samples (Siegel, 1956) are calculated on each variable.

Results

Table I reports the distribution of forms received by the student body. Four forms were distributed. Twenty-eight percent of the students received Form IV, and 19% of the students received Form II. Forms I and III had approximately equal distribution.

The distribution of forms received by males and females indicates that the percentages of males and females do not differ greatly from one another within each form number category. A X^2 test for independent samples indicates that there are differences in the percentages of men and women who received each card ($X^2 > 11.34, df=3$).

Table II reports the comparative collegiate enrollment of the student body. The largest percentage of students (39.8%) are enrolled in the College of Liberal Arts. The smallest percentage of students (.7%) are enrolled in the College of Veterinary Medicine. Six and five-tenths percent are enrolled in the General College, .8% are in the University College, and 8.7% are enrolled in the Institute of Technology. Three and two-tenths percent are enrolled in the College of Agriculture, 3.2% are in the College of Home Economics, 1.9% are in the Law School, and 6.8% are enrolled in the Health Sciences. Students enrolled in the College of Education comprise 6.1% of the total enrollment, 3.1% are enrolled in the College of Business Administration, 16.7% are enrolled in the Graduate School, and 1.1% are enrolled in the College of Biological Sciences. Of the total student population, 62.8% are males, and 37.1% are females.

The comparative collegiate enrollment of males and females indicates that the largest percentage of all males and all females (33.6% and 50.0%, respectively) are enrolled in the College of Liberal Arts. The smallest percentage of all males (.1%) are enrolled in the College of Home Economics. The smallest percentage of all females (.2%) are enrolled in the College of Forestry. Of all females, 1.2% are enrolled in the Institute of Technology. Of all males, 13.2% are enrolled in the Institute of Technology. Eight and four-tenths percent of all females and .1% of all males are enrolled in the College of Home Economics. Ten and two-tenths percent of all females and 3.5% of all males are enrolled in the College of Education, while .6% of all females and 4.6% of all males are enrolled in the College of Business Administration. Twelve and four-tenths percent of all females are enrolled in the Graduate School, while 19.3% of all males are enrolled in the Graduate School. Although approximately equal proportions of males and females are enrolled in the Health Sciences (7.1% and 6.4%, respectively), the distribution of the sexes within the individual schools differs. More females than males are enrolled in Medical Technology, Occupational Therapy, Physical Therapy, Nursing, and Dental Hygiene. However, more males than females are enrolled in Medicine, Mortuary Science, Dentistry, and Pharmacy.

A $X^2 > 34.53$ with 13 df indicates a significant difference at the .001 level.

Table III indicates the percentage of the student body that use the Health Service. Sixty-eight and seven-tenths percent of the student body use the Health Service while 31.3% do not.

Table III also shows the breakdown percentages of males and females on use of the Health Service. Seventy-two and eight-tenths percent of all women use the Health Service, while 66.1% of all males use the Health Service. A X^2 test for two independent samples indicates a significant difference at the .001 level ($X^2 > 10.83$, df = 1).

Table IV reports the distribution of the yearly usage of the Health Service by the student body. Categories range from zero to ten visits per year. Thirty-six and six-tenths percent of the students report "none" visits to the Health Service in one year, while 55.3% report visiting the Health Service one to five times per year. Eight and one-tenth percent of the students visit the Health Service six to ten times per year.

Columns one through four of Table IV depict the percentages of males and females that frequent the Health Service in one year. Forty and six-tenths percent of all males and 30.6% of all females do not visit the Health Service in one year. Sixty-nine and four-tenths percent of all females and 59.4% of all males visit the Health Service one to ten times per year. Eleven and six-tenths percent of all females and 5.8% of all males visit the Health Service six to ten times per year. Females appear to visit the Health Service one to five times per year in a slightly higher proportion than do males (57.8% and 53.6%, respectively). $X^2 > 13.82$ with 2 df indicates that the two sample populations are significantly different at the .001 level.

Table V indicates the distribution of personal experiences with the Health Service of the student body. Category labels are "excellent", "good", "fair", "poor", and "unacceptable". Most students (49.4%) indicate that they receive "good" treatment. Twenty-one and one-tenth percent indicate that they receive "excellent" treatment, while 23.0% indicate that they receive "fair" treatment. Four and seven-tenths percent indicate that they receive "poor" treatment, and 1.8% report that they receive "unacceptable" treatment.

The distribution of personal experiences with the Health Service for males and females independently shows that most women (50.1%), as well as most men (49%), indicate that they recieve "good" treatment at the Health Service. The data indicate that the sexes do not differ on perceived treatment at the Health Service, with the exception that a slightly larger percentage of males (22.2%) than females (19.6%) perceive themselves as having received "excellent" treatment. A X^2 calculated to determine two independent samples indicates that there are no significant differences between samples ($X^2 < 18.46$, 4 df).

Table VI reports the distribution of daily usage of the Student Union. Categories range from one to nine visits per day. Ninety-seven and four-tenths percent of the student body use the Student Union one to five times per day. Two and six-tenths percent use the Student Union six to nine times per day.

Columns one through four of Table VI indicate the daily usage of the Student Union by males and females. The percentages presented indicate that males and females do not differ in their usage of the Student Union on a daily basis.

$X^2 < 10.83$ with 1 df indicates that the samples do not significantly differ from one another.

Table VII depicts the distribution of Student Union services used most often by the student body. The largest percentage of students (36.1%) uses the food service most often. The smallest percentage of students (1.6%) uses the commerical services of the Student Union most often. Eleven and four-tenths percent indicate that they use the Student Union most often for studying. Twelve and two-tenths percent indicate that they use the Student Union most often for engaging in conversation or lounging. Twenty-two and eight-tenths percent indicate that they use the arts and crafts services of the Student Union most often.

The distribution of the Student Union services used most often by males and females indicates that males and females do not differ very greatly in their frequency of use of most of the Student Union services. However, slightly more females (39%) than males (34.3%) use the Union for its food services. Also, slightly more females (12.5%) than males (10.7%) use the Union to study. More males (6.6%) use the Union for recreational purposes than do females (3.1%). Furthermore, more males (24.6%) report that they use the Union's arts and crafts services than do females (20%). A $X^2 > 26.12$ with 8 df indicates that the two samples are significantly different at the .001 level.

Table VIII shows the distribution of organizations in which the student body is most active. The largest percentage of students (27.2%) are most active in intramural athletics. The next largest percentage of students (16.8%) are most active in cultural groups. The smallest percentage of students (2.8%) are most active in student government organizations.

Organizations in which males and females are most active indicate that of all females, the largest percentage (24.9%) are involved in cultural groups. The smallest percentage of females (2.3%) are involved in student government activities. Of all males, the largest percentage (38.6%) are involved in intramural athletics, and the smallest percentage (3.1%) are involved in student government activities. Only 10.0% of all females are involved in intramural athletics, and only 11.6% of all males are involved in cultural activities. Proportionately more females (17.5%) than males (8.7%) are involved in arts and crafts, and more females (13.4%) than males (6.8%) are involved in religious activities. A X^2 was calculated and found to be significant at the .001 level with 8 df ($X^2 > 26.12$).

Table IX shows the distribution of weekly income of the student body. Income earned by students ranges from $00 to $100 and over per week. Of all students sampled, the largest percentage (20%) earn $20-29 per week. Students earning $80-89 per week account for the smallest percentage (3.1%). Of all students, 15.4% earn $0-19 per week. Students earning $100 or more per week comprise 12.8%. Thirty-five and one-tenth percent of all students earn $50 per week or more, while 64.9% of all students earn $49 per week or less.

Columns one through four of Table IX report the percentages of males and females in each income category. The largest percentage of women (26%) earn $20-29 per week. For men, the largest percentage (16.9%) earn $100 or more per week. Collapsing the first three categories, we find that 64.5% of all women earn less than $40 per week, while 40.6% of all men earn less than $40 per week. Males earning over $80 per week comprise 27.4% of the male population, while females earing over $80 per week comprise 11% of the female population. A X^2 test for independent samples indicates that there are significant differences in the populations sampled ($X^2 > 27.88$, df = 9) at the .001 level.

Table X indicates the distribution of hours the student body is employed weekly. Hours employed range from one to 41 hours and over per week. Of all students, 31.2% are not employed. Of those who are employed, the largest percentage (20.5%) work 16 to 20 hours per week. Three and one-tenth percent of all students, the smallest percentage category, work 41 or more hours per week.

Four percent of the students work one to five hours per week. Students who work 20 hours or less per week comprise 47.4%, while 21.4% of the students work 21 hours or more per week.

The percentages of males and females in each "hours employed" category indicate that the largest percentage of women, as well as the largest percentage of men (21.2% and 19.9%, respectively), work 16 to 20 hours per week. More women (52.7%) work up to 20 hours per week than do men 43.5%). However, more men 25% work 21 to 41 hours per week and over than do women (16.5%). An approximately equal percentage of males and females are unemployed. A $X^2 > 24.32$ with 7 df indicates a significant difference at the .001 level.

Table XI depicts the types of residence of the student body. The largest percentage of students (33.7%) live in rented apartments. The next largest percentage (32.0%) live with parents or relatives. The smallest percentage of students (.7%) are those who work for their rent.

The types of residence of males and females indicate that male and female percentages are somewhat approximate in each category of residence type. The largest percentage of males (34.0%) rent their own apartments, and (30.8%) live with parents or relatives. Females living in apartments (33.3%) and those living with parents or relatives (33.7%) are of approximately equal percentages. The smallest percentage of females (.4%), as well as the smallest percentage of males (.9%), work for their rent. An approximately equal percentage of males and females live in University residence halls (10.6% and 12%, respectively) and rent complete houses (14.3% and 12.2%, respectively). More male students (2.5%) live in married student cooperatives than do female students (.8%). A X^2 calculated to determine independent samples indicates a significant difference at the .001 level ($X^2 > 26.12$, 8df).

Table XII indicates the monthly residence rental paid by the student body on a per capita basis. Rentals range from $10 to $281 and over per month. The largest percentage of students (18.6%) pay $10-40 per month. The smallest percentage of students (.4%) pay $261-280 per month. One and two-tenths percent of the students pay $281 per month or more for their rentals. Forty-seven and three-tenths percent of the students pay $80 or less per month, 28.8 pay $81-140 per month, 20.9% pay $141-240 per month, and 3% pay between $241 and $281 or over per month for rental of residences.

Columns one through four report the distribution of monthly rentals of males and females on a per capita basis. The largest percentage of males, as well as females, pay a rental of $10-40 per month (18% and 19.5%, respectively). The smallest percentage of males, as well as the smallest percentage of females, pay a rent of $261-280 per month (.3% and .6%, respectively). Forty-five and three-tenths percent of all males and 50.4% of all females pay a rental of $80 per month or less. Twenty-nine and four-tenths percent of all males and 27.9% of all females pay a rental of $81-140 per month. Twenty-two and four-tenths percent of all males and 18.5% of all females pay rentals from $141-240 per month, and 2.9% of all males and 3.2% of all females pay a rental of $241-281 or more per month. A $X^2 > 24.72$, 11 df, indicates significant sample differences at the .01 level.

Table XIII indicates the type of transportation that is most often used by the student body. Of all students, 44.5% (the largest percentage) indicate that they use their own car as their major means of transportation. The smallest percentage (1.2%) indicate that they use a motor bike. Twenty-two and seven-tenths percent of the student body walk to school, while 2.2% hitchhike. Eight and six-tenths percent use a type of car pool, and 15.5% use public transportation.

The type of transportation most often used by males and females is reported in columns one through four. The largest percentage of males, as well as the largest percentage of females (52.5% and 32.8%, respectively), use their own car as the major means of transportation. Eleven and eight-tenths percent of all females use a car pool, while 6.5% of all males use a car pool. An equal percentage of all males and all females use motor bikes or bicycles. Twenty and eight-tenths percent of all females use public transportation, while 11.9% of all males use this public means. A slightly larger percentage of women walk to school (26.2%) than do men (20.3%), while an approximately equal percentage of men and women hitchhike. A X^2 test for two independent samples indicates a significant difference at the .001 level ($X^2 > 24.32$, 7 df).

Table XIV depicts the distribution of the daily cost of transportation for the student body. Costs range from $.10 to $10.50 per day. The largest percentage of students (44.7%) pay $.10 - $.50 per day for transportation. The next largest percentage (40.6%) is for the category "$.51 - $1.50". The smallest percentage of students (.3%) pay $7.51 - $8.50 per day for transportation. Students paying $9.51 - $10.50 per day for transportation comprise .9%. Eighty-five and three-tenths percent of the students pay a transportation cost of $1.50 or less per day, while 1.5% of the students pay $8.51 - $10.50 per week for transportation.

The costs of daily transportation for males and females do not differ greatly from one another within each category. Eighty-seven and four-tenths percent of all females and 84% of all males pay a transportation cost of $.10 - $1.50 per day. Only 1.6% of all males and 1.5% of all females pay a transportation cost of $8.50 - $10.50 per week. A X^2 test for independent samples indicates that there are no significant differences in the populations samples ($X^2 < 29.59$, df 10).

Table XV shows the distribution of the student body's participation in volunteer work. The largest percentage of students 29.1% participate in adult/child care volunteer work. An equal percentage of students (25.3%) participate in group and campus organization volunteer work. The smallest percentage (9.2%) do volunteer work in health rehabilitation.

The distribution of participation in volunteer work of males and females indicates that the largest percentage of females (26.8%), as well as the largest percentage of males (31.3%), participate in adult/child care volunteer work. Fifteen and three-tenths percent of all women and 6.9% of all men participate in day care work. A larger percentage of males (30.4%) than females (20.2%) participate in volunteer campus organizations, while a larger percentage of females (11.9%) than males (6.5%) participate in health rehabilitation. Male and female percentages are approximately equal with respect to group volunteer work. A $X^2 > 18.46$, 4 df, indicates that there are significant sample differences at the .001 level.

Table XVI depicts the distribution of hours devoted by the student body to volunteer work. Hours given to volunteer work range from one to 20 hours per week. Most students (83.1%) report that they give one to five hours per week to volunteer work. Nine and nine-tenths percent indicate that they give six to ten hours per week. Three percent indicate that they give 11 to 15 hours per week, and 4% indicate that they give 16 to 20 hours per week to volunteer work.

The distribution of hours given to volunteer work by males and females indicates that males and females give approximately the same number of hours to volunteer work. Eighty-four and one-tenth percent of all males and 81.8% of all females devote one to five hours per week to volunteer work. Three and seven-tenths percent of all males and 4.3% of all females report giving 16 to 20 hours per week to volunteer work. A $X^2 < 16.27$ with 3 df indicates that there are no significant differences between the two samples.

Table XVII reports the distribution of the length of time the student body has traveled or lived abroad. Categories range from one month to two years or longer. The largest percentage of students (38.5%) travel or live abroad for two years or longer. The smallest percentage (13.8%) travel or live abroad for one year. Twenty-nine and five-tenths percent travel or live abroad for one to two months, and 18.2% travel or live abroad for three to six months.

Columns one through four of Table XVII show the distribution of the length of time males and females have traveled or lived abroad. The largest percentage of all women (38.7%) travel or live abroad for one to two months. The largest percentage of all men (44.6%) travel or live abroad for two years or longer. The smallest percentage of women (9.8%) travel or live abroad for one year, and the smallest percentage of men (14.9%) travel or live abroad for three to six months.

Sixty-two and eight-tenths percent of all females and 39.4% of all males travel or live abroad from one to six months. Sixty and six-tenths percent of all males and 37.2% of all females travel or live abroad from one to two years or longer. A X^2 test for two independent samples indicates that there are sample population differences at the .001 level ($X^2 > 16.27$, 3 df).

TABLE I

Distribution of Forms Received

Form	Males		Females		Males & Females	
	N	%	N	%	N	%
Form I	3,456	25	2,383	26	5,839	27
Form II	2,697	20	1,737	19	4,434	19
Form III	3,719	27	2,347	26	6,066	26
Form IV	3,806	28	2,670	29	6,476	28
TOTAL	13,678	100	9,137	100	22,815	100

TABLE II

Distribution of Comparative College Enrollment

College of Enrollment	Males		Females		Males & Females	
	N	%	N	%	N	%
General	1,581	6.5	949	6.5	2,530	6.5
University	187	.8	130	.9	317	.8
Liberal Arts	8,206	33.6	7,320	50.0	15,526	39.8
Technology	3,191	13.2	170	1.2	3,397	8.7
Agriculture	1,050	4.3	202	1.4	1,252	3.2
Forestry	516	2.1	29	.2	545	1.4
Home Economics	30	.1	1,226	8.4	1,256	3.2
Law	648	2.7	84	.6	732	1.9
Health Sciences	1,724	7.1	943	6.4	2,667	6.8
Medicine	739	3.0	95	.6	834	2.1
Medical Technology	10	.0	112	.8	122	.3
Mortuary Science	92	.4	2	.0	94	.2
Occupational Therapy	1	.0	56	.4	57	.2
Physical Therapy	19	.1	65	.4	84	.2
Nursing	15	.1	318	2.1	333	.9
Public Health	148	.6	67	.4	215	.5
Dentistry	456	1.9	10	.0	466	1.2
Dental Hygiene	1	.0	125	.8	126	.3
Pharmacy	243	1.0	93	.9	336	.9
Education	861	3.5	1,495	10.2	2,356	6.1
Business Administration	1,113	4.6	96	.6	1,209	3.1
Graduate	4,702	19.3	1,819	12.4	6,521	16.7
Veterinary Medicine	223	.9	39	.3	262	.7
Biological Sciences	315	1.3	127	.9	442	1.1
TOTAL	24,383	100.0	14,629	100.0	39,012	100.0

TABLE III

Distribution of Use of the Health Service

Ever Used Health Service	Males		Females		Males & Females	
	N	%	N	%	N	%
Yes	2,144	66.1	1,555	72.8	3,699	68.7
No	1,101	33.9	581	27.2	1,682	31.3
TOTAL	3,245	100.0	2,136	100.0	5,381	100.0

TABLE IV

Distribution of Yearly Frequency of Use of the Health Service

Frequency of Use During One Year	Males		Females		Males & Females	
	N	%	N	%	N	%
None	1,323	40.6	655	30.6	1,978	36.6
1-5 Visits	1,744	53.6	1,237	57.8	2,981	55.3
6-10 Visits	188	5.8	247	11.6	435	8.1
TOTAL	3,255	100.0	2,139	100.0	5,394	100.0

TABLE V

Distribution of Personal Experiences With the Health Service

Personal Experience	Males		Females		Males & Females	
	N	%	N	%	N	%
Excellent	601	22.2	349	19.6	950	21.1
Good	1,332	49.0	892	50.1	2,224	49.4
Fair	610	22.4	423	27.3	1,033	23.0
Poor	123	4.5	89	5.0	212	4.7
Unacceptable	51	1.9	29	1.6	80	1.8
TOTAL	2,717	99.9	1,782	99.9	4,499	100.0

TABLE VI

Distribution of Daily Usage of the Student Union

Daily Usage	Males		Females		Males & Females	
	N	%	N	%	N	%
1-5 Times Per Day	2,106	97.7	1,514	97.1	3,620	97.4
6-9 Times Per Day	50	2.3	46	2.9	96	2.6
TOTAL	2,156	100.0	1,560	100.0	3,716	100.0

TABLE VII

Distribution of Student Union Services Used Most Often

Service	Males		Females		Males & Females	
	N	%	N	%	N	%
Food	888	34.3	672	39.0	1,560	36.1
Study	278	10.7	215	12.5	493	11.4
Recreation	170	6.6	54	3.1	224	5.2
Lounging - Conversation	305	11.8	220	12.8	525	12.2
Clubs - Committees	66	2.5	37	2.1	103	2.4
Meetings	81	3.1	71	4.1	152	3.5
Cultural	116	4.5	90	5.2	206	4.8
Commercial	50	1.9	21	1.2	71	1.6
Arts and Crafts	638	24.6	345	20.0	983	22.8
TOTAL	2,592	100.0	1,725	100.0	4,317	100.0

TABLE VIII

Distribution of Student Union Organizations in Which Students are Most Active

Organization	Males		Females		Males & Females	
	N	%	N	%	N	%
Student Government	47	3.1	23	2.3	70	2.8
Academic Fraternity/Sorority	85	5.6	87	8.8	172	6.9
Professional Fraternity/Sorority	67	4.5	32	3.2	99	4.0
Professional Groups	183	12.1	104	10.5	287	11.5
Political Groups	136	9.0	93	9.4	229	9.2
Intramural Athletics	582	38.6	99	10.0	681	27.2
Religious Groups	102	6.8	133	13.4	235	9.4
Cultural Groups	174	11.6	247	24.9	421	16.8
Arts and Crafts	131	8.7	174	17.5	305	12.2
TOTAL	1,507	100.0	992	100.0	2,499	100.0

TABLE IX

Distribution of Weekly Income

Amount	Males		Females		Males & Females	
	N	%	N	%	N	%
$00-$19	181	11.7	225	20.7	406	15.4
$20-$29	245	15.8	283	26.0	528	20.0
$30-$39	203	13.1	194	17.8	397	15.0
$40-$49	235	15.2	148	13.6	383	14.5
$50-$59	101	6.5	46	4.2	147	5.6
$60-$69	72	4.7	25	2.3	97	3.7
$70-$79	87	5.6	37	3.4	124	4.7
$80-$89	56	3.6	25	2.3	81	3.1
$90-$99	107	6.9	30	2.7	137	5.2
$100 and over	262	16.9	76	7.0	338	12.8
TOTAL	1,549	100.0	1,089	100.0	2,638	100.0

TABLE X

Distribution of Hours Employed Weekly

Hours	Males		Females		Males & Females	
	N	%	N	%	N	%
1-5	107	4.0	76	3.9	183	4.0
6-10	209	7.8	197	10.2	406	8.8
11-15	316	11.8	335	17.4	651	14.1
16-20	534	19.9	408	21.2	942	20.5
21-30	338	12.6	184	9.6	522	11.3
31-40	211	7.8	112	5.8	323	7.0
41 and over	123	4.6	22	1.1	145	3.1
Not Employed	848	31.5	593	30.8	1,441	31.2
TOTAL	2,686	100.0	1,927	100.0	4,613	100.0

TABLE XI

Distribution of Type of Residence

Type of Residence	Males		Females		Males & Females	
	N	%	N	%	N	%
Parents/Relatives	998	30.8	757	33.7	1,755	32.0
University Residence Hall	343	10.6	269	12.0	612	11.2
Married Student Cooperative	82	2.5	18	.8	100	1.8
Fraternity/Sorority	100	3.1	75	3.3	175	3.2
Complete Housing (Rent or Own)	462	14.3	274	12.2	736	13.4
Rent Apartment	1,103	34.0	746	33.3	1,849	33.7
Rent Single Room	81	2.5	60	2.7	141	2.6
Work for Rent	30	.9	9	.4	39	.7
Other	41	1.3	35	1.6	76	1.4
TOTAL	3,240	100.0	2,243	100.0	5,483	100.0

TABLE XII

Distribution of Monthly Rental on a Per Capita Basis

Amount	Males		Females		Males & Females	
	N	%	N	%	N	%
$10-$40	468	18.0	330	19.5	798	18.6
$41-$60	407	15.7	308	18.2	715	16.6
$61-$80	302	11.6	216	12.7	518	12.1
$81-$100	217	8.3	149	8.8	366	8.5
$101-$120	246	9.5	133	7.8	379	8.8
$121-$140	301	11.6	192	11.3	493	11.5
$141-$180	425	16.3	218	12.8	643	15.0
$181-$220	133	5.1	66	3.9	199	4.6
$221-$240	27	1.0	30	1.8	57	1.3
$241-$260	36	1.4	22	1.3	58	1.4
$261-$280	8	.3	11	.6	19	.4
$281 and over	31	1.2	22	1.3	53	1.2
TOTAL	2,601	100.0	1,697	100.0	4,298	100.0

TABLE XIII

Distribution of Types of Transportation Used Most Often

Transportation	Males		Females		Males & Females	
	N	%	N	%	N	%
Own Car	1,764	52.5	745	32.8	2,509	44.5
Passenger Car Pool	133	4.0	208	9.2	341	6.0
Driving Pool	86	2.5	60	2.6	146	2.6
Motor Bike	44	1.3	23	1.0	67	1.2
Bicycle	185	5.5	114	5.0	299	5.3
Public Transportation	399	11.9	474	20.8	873	15.5
Hitchhike	69	2.0	55	2.4	124	2.2
Walk	682	20.3	595	26.2	1,277	22.7
TOTAL	3,362	100.0	2,274	100.0	5,636	100.0

TABLE XIV

Distribution of Daily Cost of Transportation

Cost	Males		Females		Males & Females	
	N	%	N	%	N	%
$.01-$.50	1,176	43.2	838	47.1	2,014	44.7
$.51-$1.50	1,112	40.8	716	40.3	1,828	40.6
$1.51-$2.50	245	9.0	113	6.3	358	8.0
$2.51-$3.50	64	2.3	35	2.0	99	2.2
$3.51-$4.50	18	.7	10	.6	28	.6
$4.51-$5.50	25	.9	10	.6	35	.8
$5.51-$6.50	16	.6	11	.6	27	.6
$6.51-$7.50	17	.6	15	.8	32	.7
$7.51-$8.50	9	.3	4	.2	13	.3
$8.51-$9.50	19	.7	9	.5	28	.6
$9.51-$10.50	24	.9	17	1.0	41	.9
TOTAL	2,725	100.0	1,778	100.0	4,503	100.0

TABLE XV

Distribution of Participation in Volunteer Work

Area	Males		Females		Males & Females	
	N	%	N	%	N	%
Adult/Child Care	131	31.3	110	26.8	241	29.1
Group Work	104	24.9	106	25.8	210	25.3
Day Care	29	6.9	63	15.3	92	11.1
Campus Organization	127	30.4	83	20.2	210	25.3
Health Rehabilitation	27	6.5	49	11.9	76	9.2
TOTAL	418	100.0	411	100.0	829	100.0

TABLE XVI

Distribution of Hours Per Week Devoted to Volunteer Work

Hours	Males		Females		Males & Females	
	N	%	N	%	N	%
01-05 Hours Per Week	859	84.1	629	81.8	1,488	83.1
06-10 Hours Per Week	91	9.0	86	11.2	177	9.9
11-15 Hours Per Week	33	3.2	21	2.7	54	3.0
16-20 Hours Per Week	38	3.7	33	4.3	71	4.0
TOTAL	1,021	100.0	769	100.0	1,790	100.0

TABLE XVII

Distribution of Length of Time Lived or Traveled Abroad

Time	Males		Females		Males & Females	
	N	%	N	%	N	%
1-2 Months	210	24.5	185	38.7	395	29.5
3-6 Months	128	14.9	115	24.1	243	18.2
1 Year	137	16.0	47	9.8	184	13.8
2 Years	383	44.6	131	27.4	514	38.5
TOTAL	858	100.0	478	100.0	1,336	100.0

Discussion and Summary

The discussion of this paper will take the form of a profile of the "typical"* male and "typical" female University of Minnesota student.

The "typical" male student is an undergraduate student enrolled in the College of Liberal Arts. He uses the Health Service one to five times per year and considers his personal experiences with the Health Service "good". This "typical" male student uses the Student Union one to five times per day. Of all the Union Services offered, the food service is what he uses most often. With respect to Student Union organizations, he is most active in intramural athletics. Most male students are unemployed. However, if the "typical" male student is working, he works 16 to 20 hours per week and earns $100 or more per week. The "typical" male rents his own apartment and pays a rental fee of $10 to $40 per month on a per capita basis. The male undergraduate student uses his own car as his major means of transportation and pays $.01 to $.50 per day for this transportation. If the male student does volunteer work, it is with adult or child care, and he devotes one to five hours per week to this activity. If the "typical" male undergraduate student has been abroad, he has lived or traveled abroad for two years or longer.

The "typical" female student is an undergraduate student enrolled in the College of Liberal Arts. She uses the Health Service one to five times per year, and considers her experiences with the Health Service "good". The "typical" female student uses the Student Union one to five times per day, using the food service most often. Of all Student Union organizations in which she is involved, she is most active in cultural activities. Like most males, most females are unemployed. However, if the "typical" female undergraduate student is employed, she works 16 to 20 hours per week and earns $20 to $29 per week. The female student either lives with her parents or relatives or rents her own apartment. She pays $10 to $40 per month on a per capita basis for her rental. As her major means of transportation, the "typical" female student uses her own car and spends $.01 to $.50 per day for transportation. The undergraduate female, when involved with volunteer work, works with adult or child care and devotes one to five hours per week to this activity. If the "typical" female student has been abroad, she has lived or traveled abroad for one to two months.

From the profiles described, it can be ascertained that "typical" male and female University of Minnesota students do not differ very greatly from one to another. Although the data presented in the "Results" section of this paper do indicate that there are many significant differences between males and females with respect to specific variables, when looking at highest percentage responses to items, males and females appear to respond in a similar manner. Specifically male and female profiles differ only with respect to Student Union organization activities, the amount of income earned per week, and the length of time the student has lived or traveled abroad.

Since this is a demographic study which uses correlational data, it appears appropriate to not speculate on cause and effect relationships, to state why these differences in profiles exist. Rather, the reader is left with the facts, to test for himself hypotheses which might relate to the existance of these differences in today's socially-enlightened society.

*"Typical" is operationally defined as the highest percentage of responses to a given item.